Emery Unified School District
Anna Yates Elementary
2021-2022 School Accountability Report Card

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BOARD OF EDUCATION
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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS

VISION AND PURPOSE
The Emery Unified School District is committed to provide to each student a rigorous education in a welcoming, safe school environment that supports student learning and where there is tolerance, respect and engagement with people from different cultures, backgrounds, and beliefs.

GUIDING PRINCIPLES
- We hold high academic, social and professional expectations
- We create a sense of family
- We inspire and support innovation to end racist and classist practices

DISTRICT GOALS
- All students will improve their academic performance each year
- All students will be prepared for college and career
- All students will exhibit strong critical thinking, problem-solving, and creative skills
- All students will demonstrate leadership skills and participate in community and public service
- All students will exhibit advocacy for justice and principles that respect the dignity of all persons
- All students will have an opportunity to become fluent in a second language

SCHOOL PROFILE
Emeryville is a 1.2 square mile bustling urban city in the heart of the San Francisco Area, wedged between Berkeley, Oakland, and the Bay. Not unlike most Bay Area cities, the population of 9,000 residents and workforce of 25,000 daily commuters is divided culturally, ethnically, economically, and geographically.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	48.3
Male	51.5
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	10.3
Black or African American	44.2
Filipino	1.6
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	1.1
White	11
Two or More Races	8.5
EL Students	22
Foster Youth	0.2
Homeless	0.5
Military	
Socioeconomically Disadvantaged	65.9
Migrant Education	
Students with Disabilities	11.7

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
K	60
1st	42
2nd	40
3rd	57
4th	43
5th	45
6th	63
7th	32
8th	55
Total	437

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.90	91.30	33.70	88.89	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.35	1.30	3.50	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.35	2.30	6.26	12,115.80	4.41
Unknown	0.00	0.00	0.50	1.32	18,854.30	6.86
Total Teaching Positions	22.90	100.00	37.90	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	87.55	32.80	86.73	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.70	12.01	3.50	9.36	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.44	0.40	1.06	11,953.10	4.28
Unknown	0.00	0.00	1.00	2.83	15,831.90	5.67
Total Teaching Positions	22.60	100.00	37.80	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	1.00	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.70

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	1.00	0.10

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.50	12.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	1.60

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	12/30/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	C125 Cafeteria: Ants found by trash cans.
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	C106 K classroom: Torn window screen.

SCHOOL FACILITIES
Anna Yates Elementary and Anna Yates Middle School are now housed at the new Emeryville Center of Community Life (ECCL), constructed in 2016, and comprised of 20 classrooms, 3 math/science lab classrooms, a multipurpose room/cafeteria, a library, a full art studio, and two playground areas.

Cleaning Process
The principal works daily with the Director of Facilities to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

INSTRUCTIONAL MATERIALS
The school district holds a public hearing annually to determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided standards-aligned textbooks or instructional materials, or both, in core subjects to use. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, ensuring the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS
The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: TK / Course: English/Language Arts / Publisher: Teaching Strategies LLC. / Adoption: 2019 Grades: K-8th / Course: English/Language Arts / Publisher: Cengage Learning / Adoption: 2015	Yes Yes	0 0
Mathematics	Grades: TK-8th / Course: Mathematics / Publisher: Great Minds / Adoption: 2013	Yes	0
History / Social Science	Grades: TK / Course: History/Social Studies / Publisher: Teaching Strategies LLC. / Adoption: 2019 Grades: K-5th / Course: History/Social Studies / Publisher: Savvas / Adoption: 2020 Grades: 6th-8th / Course: History/Social Studies / Publisher: Teacher's Curriculum Institute / Adoption: 2013	Yes Yes Yes	0 0 0
Science	Grades: TK / Course: Science / Publisher: Teaching Strategies LLC. / Adoption: 2019 Grades: K-5th / Course: Science / Publisher: Cengage Learning / Adoption: 2017 Grades: 6th-8th / Course: Science / Publisher: Accelerate Learning / Adoption: 2017	Yes Yes Yes	0 0 0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS
The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	33	33	47
Mathematics (Grades 3-8 and 11)	15	14	33
Science (Grades 5, 8, and 10)	14	17	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	302	287	95.03	4.97	32.75
Male	161	153	95.03	4.97	26.80
Female	140	133	95.00	5.00	39.10
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	29	27	93.10	6.90	37.04
Black or African American	142	136	95.77	4.23	24.26
Filipino	--	--	--	--	--
Hispanic or Latino	67	63	94.03	5.97	36.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	27	93.10	6.90	40.74
Two or More Races	24	23	95.83	4.17	43.48
EL Students	60	55	91.67	8.33	12.73
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	254	241	94.88	5.12	28.63
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	39	35	89.74	10.26	5.71

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	302	289	95.70	4.30	14.88
Male	161	155	96.27	3.73	15.48
Female	140	133	95.00	5.00	14.29
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	29	26	89.66	10.34	15.38
Black or African American	142	138	97.18	2.82	9.42
Filipino	--	--	--	--	--
Hispanic or Latino	67	64	95.52	4.48	14.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	27	93.10	6.90	25.93
Two or More Races	24	23	95.83	4.17	26.09
EL Students	60	55	91.67	8.33	3.64
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	254	244	96.06	3.94	12.30
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	39	36	92.31	7.69	2.78

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	104	99	95.19	4.81	14.14
Male	58	58	100.00	0.00	20.69
Female	46	41	89.13	10.87	4.88
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	48	44	91.67	8.33	11.36
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	3.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	21	20	95.24	4.76	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	83	80	96.39	3.61	12.50
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	16	15	93.75	6.25	0.00

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	87	87	87	87	87
7th	97	97	97	97	97

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM
Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)			
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	492	474	197	41.6
Female	236	228	99	43.4
Male	255	245	98	40
Non-Binary				
American Indian or Alaska Native	1	1	1	100
Asian	55	50	26	52
Black or African American	225	216	86	39.8
Filipino	7	7	2	28.6
Hispanic or Latino	106	104	43	41.3
Native Hawaiian or Pacific Islander	6	6	5	83.3
White	51	51	16	31.4
Two or More Races	41	39	18	46.2
EL Students	114	110	47	42.7
Foster Youth	2	1	1	100
Homeless	3	3	2	66.7
Military				
Socioeconomically Disadvantaged	422	407	172	42.3
Migrant Education	0	0	0	0
Students with Disabilities	66	64	24	37.5

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
Anna Yates staff realize the positive correlation between parent involvement and successful students. For this reason, Anna Yates Elementary and Middle School continually search for avenues to involve parents and community to participate in the education of our students.
Anna Yates is committed to encouraging a strong parent-staff bond. This mutual involvement will help to promote the social, emotional and academic growth of the students. The entire staff is available to lend guidance, answer questions and provide assistance whenever the need arises.
Anna Yates is convinced that much of its success is the product of parent volunteers who take an active role in their children's education. The Parent-Teacher Organization (PTO) is charged with the responsibility of supporting the welfare of all students. Also, it provides additional financial support to various school functions through annual fundraisers.
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Anna Yates Elementary at (510) 601-4000 Ext. 1. The district's website (www.emeryusd.k12.ca.us) provides a variety of resources for parents, students and community members.

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY
In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in September 2022. An updated copy is available to the public at the school office.
Highlights of the Safe School Plan include:
- Safe Schools' Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

SUSPENSIONS AND EXPULSIONS
The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	4.87	0	6.3	0	0	0
District	4.26	0	5.14	0	0	0.29
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	6.3	0
Female	2.97	0
Male	9.41	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	3.64	0
Black or African American	10.67	0
Filipino	0	0
Hispanic or Latino	0.94	0
Native Hawaiian or Pacific Islander	0	0
White	1.96	0
Two or More Races	7.32	0
EL Students	4.39	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	5.92	0
Migrant Education	0	0
Students with Disabilities	13.64	0

OTHER SARC INFORMATION
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT
Staff development is supported for classroom implementation through Beginning Teachers Support and Assessment (BTSA) Support Providers. The district has offered two staff development days for the past three years. In addition, the district staff had an opportunity to take courses from a district-curated selection of virtual professional development options in the summer and an additional 130-course collection available to teachers during the 2020-2021 school year.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	5.0

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

	Class Size Distribution By Grade											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	14	15	18	4	4	2			1			
1st	21	23	20	1		1	2	2	1			
2nd	25	21	5		1	8	2	2				
3rd	24	25	22			1	2	2	1			
4th	22	31	27	1			2	1	1			
5th	22	30	23	1			1	2	2			
6th	22	24	24	6		4	18	8	15		1	
Other		27	20			1		1	1			

	Class Size Distribution By Subject											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	28	23	15		1	4	4	4	2			
Mathematics	28	23	14		1	4	4	4	2			
Science	28	23	17		1	1	4	4	2			
Social Science	28	23	17		1	3	4	4	2			

DISTRICT REVENUE SOURCES

In addition to general state funding, Emery Unified School District receives state and federal funding for the following categorical funds and other support programs:

- SpEd IDEA
- Title III Limited English Proficiency
- Title I
- SpEd Low Incidence
- SpEd Early Intervention
- Title II Teacher Quality
- SpEd Preschool
- After School Learning
- Special Education
- Lottery Instructional Materials

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 18,585
School: From Supplemental/Restricted Sources	$ 7,222
School: From Basic/Unrestricted Sources	$ 11,701
District: From Basic/Unrestricted Sources	$ 12,070
Percentage of Variation between School & District	-3.06 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	77.45 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information	District	State
Beginning Teachers	$ 49,421	$ 46,419
Mid-Range Teachers	$ 74,504	$ 69,902
Highest Teachers	$ 94,975	$ 97,912
Elementary School Principals	$ 124,532	$ 111,731
Middle School Principals	$ 105,408	$ 122,012
High School Principals	$ 124,532	$ 122,212
Superintendent	$ 205,384	$ 150,971
Teacher Salaries	28 %	29 %
Administrative Salaries	10 %	6 %

SCHOOL SITE TEACHER SALARIES
The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 114,804
District	$
Percentage of Variation between School & District	%
All Similar School Districts	$ 73,001
Percentage of Variation between School & State	57.26 %

DISCIPLINE AND CLIMATE FOR LEARNING
Anna Yates School believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at the school are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of school's Second Step Program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.
Anna Yates Elementary and Middle School use the Peacemakers system, a conflict management program for children. Parents and students are informed of discipline policies at the beginning of each school year through the Student and Parent Handbook. Students that have attendance problems, discipline issues or slipping grades have additional parent meetings scheduled to find viable solutions.